

August

Page 76: Period Allocation Table, Unit-3

Period No.	Name of the Concept to be Taught	Remarks (Sample Responses)
1	Pre-Reading & Reading Segment-1	Students actively participated in the discussion and shared prior knowledge related to family and childhood; good engagement.
2	Reading Segment-2	Most students read with correct pronunciation and stress; some needed reinforcement with new vocabulary.
3	Reading Segment-3	Collaborative reading helped students analyze Kezia's feelings and summarize the plot; peer discussions were effective.
4	Thinking about the Text	Students answered both factual and inferential questions; critical thinking skills were evident in responses.
5	Thinking about Language	Exercises on synonyms, antonyms, and vocabulary were completed successfully; students showed improvement in word usage.
6	Thinking about Language	Students practiced reporting verbs and sentence transformation; needed reminders on correct punctuation.
7	Speaking Activity	All students got an opportunity to participate in speaking activity; confidence and fluency observed in most students.
8	Writing Activity	Students wrote diary entries and letters; imagination and personal connections to the story were encouraging.

Period No.	Name of the Concept to be Taught	Remarks (Sample Responses)
9	Rain on the Roof (Poem)	Students enjoyed the poem recitation and identified rhyme and rhythm patterns; good group performance.
10	Rain on the Roof (Poem)	Literary devices and imagery discussed; students engaged in analyzing poem's meaning with examples.
11	Rain on the Roof (Poem)	Personal reflections on memories evoked by rain; students shared individual experiences and interpretations.
12	Eswaran the Storyteller (SR)	Storytelling session held—students listened actively and asked thoughtful questions about superstition and imagination.
13	Eswaran the Storyteller (SR)	Small group reading and discussions enabled deeper understanding; students related the story to real-life incidents.
14	Eswaran the Storyteller (SR)	Critical questions answered well; students wrote essays on superstitions, displaying clear learning outcomes.

Teacher's Diary Table (Sample Responses based on the Section Structure)

Period No	Name of the Concept to be Taught	Date	Activities Conducted During the Teaching	TLM Used	Remarks
1	Pre-Reading & Reading Segment 1		Conducted picture reading, brainstorming questions. Activated prior knowledge about storytelling.	Pictures, IFP, Textbook	Students actively participated. Some needed encouragement to share their thoughts.
2	Reading Segment -2		Read the next segment aloud, paused for questions, small group discussions on new vocabulary.	Blackboard, Dictionary	Good engagement, but some students struggled with difficult words. Extra support provided.
3	Reading Segment -3		Scaffolded reading, students chunked the text, discussed inference questions in pairs.	Textbook, Peer Support	Most students could infer meaning; will focus on slower readers next time.
4	Thinking about the Text		Group discussion on open-ended questions; compared character motivations.	Question Prompts	Rich discussion, students brought in personal experiences—enhanced understanding.
5	Thinking about Language		Identified verbs of reporting, grammar exercises, used real-life examples.	Grammar Worksheets	Some students confused about reporting verbs; extra worksheet assigned for practice.
6	Thinking about Language (Contd.)		Edited passage for prepositions, peer checking, collaborative correction on board.	Workbook, Blackboard	Correction activity effective; improvement noted in use of prepositions.

Period No	Name of the Concept to be Taught	Date	Activities Conducted During the Teaching	TLM Used	Remarks
7	Speaking Activity		Role play activity ("Tell a story"), students performed in groups, feedback session held.	Role Play Cards	Students enjoyed role play, boosted confidence and communication skills.
8	Writing Activity		Guided writing on superstitions in society, students shared drafts for peer feedback.	Worksheets, Examples	Some drafts lacked examples; will model more samples in the future.
9	Rain on the Roof (Poem)		Listening and recitation, identified rhyming patterns, discussed imagery.	Audio, Poem Handout	Many students enthusiastic about poem, a few struggled with poetic devices.
10	Rain on the Roof (Poem)		Paraphrased stanzas, group activity on figurative language.	Chart, Markers	Group activity fostered collaboration and improved understanding.
11	Rain on the Roof (Poem)		Poetic device quiz, students wrote their own stanza inspired by the poem.	Worksheet	Creative output was impressive; peer sharing increased engagement.
12	Iswaran the Storyteller (SR)		Storytelling circle, open discussion on how stories affect listeners.	Textbook, Online Clip	Students deeply interested in supernatural elements, linked with cultural beliefs.
13	Iswaran the Storyteller (SR)		Read next segment silently, answered comprehension, drew story maps.	Notebook, Visual Aids	Story maps helped in sequencing; will use this more for complex texts.

Period No	Name of the Concept to be Taught	Date	Activities Conducted During the Teaching	TLM Used	Remarks
14	Iswaran the Storyteller (SR)		Think-pair-share on morality in stories, students presented group findings.	Chart Paper, Markers	Good critical thinking; some group presentations lacked coherence—need more guidance.

- Fill dates and specifics as per your lesson schedule.
- Adjust TLM (Teaching Learning Material) based on your classroom tools.

reflection question from pages 105–106

1. What were some of the specific strategies that I used to encourage participation? How effective were they? What will I do differently next time?

- I used group discussions, brainstorming, think-pair-share, and visual aids to encourage participation. These strategies increased student engagement and allowed quieter students to share ideas. Next time, I will include more peer-to-peer teaching and incorporate digital polls or quick quizzes for instant feedback.

2. Were there any concepts or activities that students found particularly difficult? How will I adapt my approach to address these difficulties in the next lesson?

- Students struggled with summarizing main ideas and interpreting figurative language. In the future, I will scaffold these activities with examples, provide sentence starters for summaries, and use graphic organizers to break down complex concepts.

3. What additional resources or modifications could improve the effectiveness of this lesson in future implementations?

- Supplementing lessons with audio-visual resources, interactive worksheets, and real-life examples would improve engagement. Adapting the pace for students who need extra time and using formative assessment tools like exit slips can also help.

4. How well did I adjust my teaching based on student reactions or unforeseen challenges?

- I responded to student confusion by reteaching key points and allowing extra discussion time. When activities took longer than expected, I prioritized essential content and offered extra support outside of class. In the future, I will plan flexible timings and have additional activities ready for deeper engagement if time allows.

"Teacher Notes" section on page 107

Teacher Notes:

- The use of visual activities and prior knowledge activation at the start of units helped students show more interest and made it easier to connect new topics with their own experiences.
- Collaborative reading and group discussions allowed students to understand difficult texts better. Students who usually do not participate became more confident in sharing their opinions.
- Scaffolded and extrapolative reading methods were particularly effective. Breaking the text into chunks and focusing on vocabulary before reading helped students comprehend and recall key details.
- Some students faced challenges in organizing their thoughts for writing activities, especially diary entries and comparative responses. Providing structured outlines helped address this, but some learners may still need extra practice.
- The activities involving personal reflections ("connecting text to self") fostered deeper engagement, but sometimes, students needed encouragement to share more personal or emotional experiences.
- Mid-lesson question prompts (CFU) not only assessed learning but also helped identify misunderstandings early, making it possible to clarify concepts before moving further.

- Time management sometimes became an issue—discussions could extend and reduce the time available for writing or assessment activities. Consider allocating more periods for in-depth discussions in future plans.
- Use of additional resources, such as digital content and videos (e.g., DIKSHA and E-Pathasala), enhanced understanding but required tech setup in advance for smooth transitions.
- The class responded well to the vocabulary box visible on the board/IFP throughout the lesson, as it made complex or new words approachable and supported English language development.
- Group speaking and role-play activities (e.g., speaking as characters or storytellers) built teamwork skills and improved spoken English for hesitant speakers.
- Reflecting on formative assessment strategies, immediate feedback was most effective when given verbally; written feedback sometimes went unnoticed or was not implemented.
- Planned project work and assignments tailored to student interests (such as writing about getting lost at fairs or personal scary stories) promoted creativity and individual expression.
- In future, more attention could be given to differentiation—offering additional support or alternate tasks for students struggling with lengthy readings or independent work, possibly by pairing with stronger students or providing summary handouts.
- Overall, integrating formative assessment, collaborative strategies, and reflection helped the lesson reach curricular goals and fostered a more inclusive classroom environment.